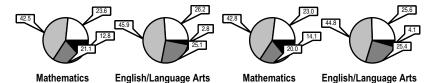
RICHARD H GETTYS MIDDLE 105 Stewart Drive Easley, South Carolina 29640 6-8 Middle School GRADES ENROLLMENT 1,347 Students Dr. Doug Limbaugh 864-855-8170 PRINCIPAL SUPERINTENDENT Dr. Mendel Stewart 864-855-8150 BOARD CHAIR Mr. Dan Sharpe 864-878-3847 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: GOOD Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 25 12 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: ND This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE .		

<u> </u>	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003 2004	Good	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Middle Schools with Students like Ours



Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan;

the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	84	447	185
Percent satisfied with learning environment	85.7%	67.6%	72.4%
Percent satisfied with social and physical environment	73.2%	66.2%	64.6%
Percent satisfied with home-school relations	76.8%	84.5%	66.3%

Richard H Gettys Middle 3901004 PACT PERFORMANCE BY GROUP on Proficient and, Julient iz sing olo Balom Basic State Objective olo Proficient olo Advanced Advanced olo Tested olo Basic **English/Language Arts** All students 1,323 99.8 26.2 45.9 25.1 2.8 27.9 17.6 Gender Male 647 99.7 34.4 44.4 19.4 1.8 21.2 17.6 Female 47.3 30.5 17.6 676 100.0 18.5 3.7 34.2 Racial/Ethnic Group White 1.110 99.8 23.4 46.1 27.2 3.2 30.4 17.6 African-American 100.0 42.5 46.0 10.9 0.6 11.5 17.6 183 Asian/Pacific Islander 100.0 N/A N/A N/A N/A 17.6 2 N/A Hispanic 100.0 28.0 28 36.0 36.0 N/A 36.0 17.6 American Indian/Alaskan N/A 0.0 N/A N/A N/A N/A N/A 17.6 Disability Status Not disabled 1.114 99.9 19.8 47.9 29.1 3.2 32.3 17.6 Disabled 209 99.5 62.2 34.6 2.7 0.5 3.2 17.6 Migrant Status Migrant N/A 0.0 N/A N/A N/A N/A N/A 17.6 Non-migrant 99.8 26.2 45.9 25.1 2.8 27.9 17.6 1,323 English Proficiency Limited English proficient 100.0 70.0 30.0 N/A N/A 17.6 12 N/A Non-limited English proficient 1.311 99.8 25.8 46.0 25.3 2.8 28.2 17.6 Socio-Economic Status Subsidized meals 99.8 43.1 45.8 9.9 1.2 11.1 17.6 454 Full-pay meals 869 99.9 18.1 45.9 32.5 3.5 36.0 17.6 Mathematics All students 100.0 23.6 12.8 33.9 15.5 1,323 42.5 21.1 Gender Male 647 100.0 26.4 40.4 20.3 12.9 33.2 15.5 Female 100.0 21.0 44.4 12.8 34.7 15.5 676 21.9 Racial/Ethnic Group White 1.110 100.0 18.9 44.1 22.4 14.6 37.0 15.5 African-American 183 100.0 50.0 34.5 13.2 2.3 15.5 15.5 Asian/Pacific Islander 100.0 N/A N/A N/A N/A N/A 15.5 2 Hispanic 28 100.0 32.0 36.0 24.0 8.0 32.0 15.5 American Indian/Alaskan N/A 0.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 24.7 100.0 18.7 41.7 14.9 39.6 15.5 1,114 Disabled 209 100.0 51.3 46.6 1.1 1.1 2.1 15.5

Abbreviations for Missing Data

N/A

1.323

1,311

454

869

12

0.0

100.0

100.0

100.0

100.0

100.0

N/A

23.6

0.08

23.1

40.0

15.7

N/A

42.5

10.0

42.7

42.5

42.5

N/A

21.1

10.0

21.2

12.8

25.1

N/A

12.8

N/A

12.9

4.7

16.7

N/A

33.9

10.0

34.1

17.4

41.9

15.5

15.5

15.5

15.5

15.5

15.5

Migrant Status Migrant

English Proficiency Limited English proficient

Non-limited English proficient

Socio-Economic Status Subsidized meals

Non-migrant

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

		Enolin	and in olo	1884 019	JOH OF	2882 0/0	540.	Adv olo bloth
		\ Q. Q	61/	/ 0/0				olo
	Grade 3	N/A	N/A	N/A	/Languag N/A	Je Arts N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	392	N/A	22.1	40.6	30.8	6.4	37.3
	Grade 7	480	N/A	19.5	43.5	33.0	4.0	37.0
•	Grade 8	397	N/A	22.3	48.7	24.4	4.6	29.0
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	436	100.0	29.7	39.7	26.3	4.3	30.6
	Grade 7	393	99.7	23.6	49.2	25.0	2.2	27.2
	Grade 8	494	99.8	25.1	48.8	24.2	1.9	26.1

	Mathematics									
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
20	Grade 6	392	N/A	24.2	45.0	18.8	12.1	30.8		
	Grade 7	480	N/A	31.7	33.4	16.0	18.9	34.9		
•	Grade 8	397	N/A	30.5	48.2	14.1	7.2	21.3		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
20	Grade 6	436	100.0	22.0	36.4	23.9	17.7	41.6		
	Grade 7	393	100.0	24.4	40.7	21.1	13.8	35.0		
	Grade 8	494	100.0	24.4	49.4	18.6	7.7	26.3		

SCHOOL PROFILE

(Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,347)				
Students enrolled in high school credit courses (grades 7 & 8)	50.2%	Down from 51.8%	25.4%	14.4%
Retention rate	2.2%	Down from 5.3%	2.1%	2.3%
Attendance rate Eligible for gifted and talented	95.8%	Down from 96.0%	95.5%	95.2%
	22.9%	Up from 20.4%	20.7%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	15.5%	Up from 14.5%	12.5%	14.1%
	4.9%	Up from 3.5%	3.4%	4.9%
Suspended or expelled	4.2%	Up from 3.9% 1.6% No change 0.0%		1.3%
Annual dropout rate	0.0%			0.0%
Teachers (n= 90)				
Teachers with advanced degrees	52.2%	Down from 53.9%	46.2%	47.1%
Continuing contract teachers	88.9%	Down from 92.1%	83.9%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	89.8%	Up from 88.9%	87.3%	84.3%
Teacher attendance rate Average teacher salary	96.3%	Up from 95.1%	95.5%	95.0%
	\$41,877	Up 1.8%	\$40,736	\$39,924
Prof. development days/teacher	10.6 days	Up from 6.8 days	10.1 days	10.7 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	3.0
Student-teacher ratio	23.0 to 1	Up from 22.8 to 1	22.5 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	91.2%	Up from 90.2%	89.8%	88.9%
	\$5,546	Up 4.2%	\$5,567	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	64.0%	Up from 62.1%	63.3%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	97.6%	Up from 82.7%	95.7%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

						Ū			
1	N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been another exceptional year at Gettys Middle School. We are in our sixth year as a middle school serving a population of 1,354 6th, 7th, and 8th grade students. Each student receives ninety minutes of Language Arts and Mathematics daily. Students receive ninety minutes of Social Studies and Science instruction on an alternating schedule (A/B) Monday through Thursday and then have forty-five minutes of Social Studies and Science on Fridays. All students have one Exploratory Arts period divided into two forty-five minute classes. We offer French 1, Spanish 1, and Algebra 1 to eighth grade students for high school credit. Keyboarding is offered to eighth grade students and seventh grade second year keyboarding students for high school credit. We have a very successful athletics program with sports for both boys and girls.

WAVELINKS is a program combining Character Education, Service Learning and Exemplary Writing to link all components of education from school to home to community. In its first year, this innovative program has experienced many successes. The combination of character education, service learning and writing for authentic purpose while involving the parents and community will result in increased student achievement, increased positive and appropriate behavior, and decreased drop out rate.

Among our many accomplishments for 2002-2003 are the following:

- -GMS received a site visit from the Exemplary Writing Program Selection Committee -Faculty, students, and staff have donated over \$8,000.00 to charities including United Way and the Shriner's Hospital for Crippled Children
- -3 Duke TIP students and 52 SC Junior Scholars
- -Teacher grant recipients
- -Outstanding AmeriCorps Program

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.